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AUTHOR	Zuckermann, Trudy; Azaria, Sharon
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ABSTRACT

In 1997, the English Department of the School of Education at Israel's Achva Academic College opened its preservice teacher education program. In 1998, 15 students of the department responded to a call from the chairperson of the English department to tutor students who needed help to succeed in the English matriculation exams. This paper explains the need for such tutors and describes a pilot study that examined how first-year prospective teachers could, with very little instruction in teaching foreign languages, do the job. Results of a study of the project (mostly anecdotal) indicated that students appreciated the tutors and passed their exams. Tutors believed they gained valuable insights. A questionnaire administered to participants in the second year of the project indicated that tutors gained confidence from the experience, felt prepared for the classroom, and believed it was easier to teach one-on-one than within classrooms. Tutors believed that tutees advanced in their learning, despite problems during the sessions. Students in their second and third years of the project believed that insights gained from tutoring preparatory program students helped in their teaching of elementary and secondary reading. The school has decided to continue the program, focusing on fifth graders who are delayed readers in English as a Second Language. The paper reviews related literature and offers suggestions for further research. (Contains 22 references.) (SM)

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Trudy Zuckermann, Achva Academic College, Israel

Sharon Azaria, Talpiot College, Israel

Students Help Students: A Report on a Cooperative Project Involving Teachers' College Students and Students of the Preparatory Program of Achva Academic College

Background: How the Research Began

In October, 1997, the English Department of the School of Education of Achva Academic College opened its doors to its first class of prospective elementary and junior high English teachers. In February, 1998, the fifteen students of the department (and their instructors) responded to an SOS call from the chairperson of the English department of the preparatory program of the college to tutor students who needed additional help in order to succeed in the English matriculation exams.

Why the Need?

College and university students in Israel are often required to read academic and professional material in English even though the courses in the various disciplines are taught in Hebrew. Moreover, in order to keep abreast of the latest developments in their professional fields, they must continue to read professional literature in English after they have left the college or university. In the public school system, on the other hand, for many years the major goal has been communicative competence. In the upper high school grades, students are required to read more advanced material, and there are reading comprehension texts in the matriculation exams, but the gap between what is learned in high school and what is required in the institutions of higher learning is often great. According to the new English curriculum of the Ministry of Education, "access to information" is one of the four major standards for which the pupils are to strive. Presumably, once this program is developed fully, students will complete their high school education with a higher level of reading comprehension than previously. In the meantime, however many

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students have not reached this level. Moreover, most students do not have much exposure to English during the years they spend in the army or national service before their college or university studies.

Students who study in the preparatory departments of the colleges and universities throughout Israel all hope to embark upon a course of study in an institution of higher learning. Yet many of them enter these programs while their knowledge of English is very much below par. It is hoped that during the year or two that they spend in these programs, they will learn what is necessary in order to pass the matriculation examinations and cope with their courses in colleges and universities. As is true in many places throughout the country, many of the students in the Achva Preparatory Program find their English courses very difficult and they are unable to keep up with the requirements of the course.

The Pilot Study

This was the impetus for the current research study. "How can first year teachers' college students, with very little instruction in methodology of teaching reading or foreign languages and no experience teaching English in the classroom possibly do the job required?" we asked ourselves. Nevertheless, it was decided to try this experiment. After all, there seemed to be no other way to help the students of the preparatory program; so what could be lost? Since this was the first year of the English teacher training department at Achva, there were no second or third year students available. Unlike preparatory programs situated in the cities where volunteer English tutors are sometimes available from the pool of new immigrants and visitors from English speaking countries, Achva College is located in a place that these people find extremely difficult and time-consuming to reach.

Our pilot study was launched. Each teachers' college student was paired with one or more students of the Preparatory students in either the one year or two-year (Du-Shlavit) programs, and arrangements were made for tutoring on an average of one and a half hours a week. At the same time, a weekly workshop which the first-year teachers' college students attended shifted its focus from general issues in

education and foreign language education to an emphasis on reading comprehension. Students were provided with theoretical and practical articles from various professional journals and books on reading in a foreign language. Class discussions centered around the articles read as well as around the various problems students were encountering in their tutoring.

Finding a common time and place for the tutoring sessions proved problematic. At this stage of the year rosters could not be changed. Both the preparatory program students and the college students had very tight schedules, and the College had very limited space for individual meetings. Some of the students met their pairs at home in the evenings; others met on weekends. At first both the tutees and the tutors were very enthusiastic; as the year drew to an end, the tutees had more and more difficulty keeping appointments because of all their other demands.

Results of the Pilot Project – mostly anecdotal

Some of the preparatory program students continued on until the end and were very appreciative of the efforts of the tutors. They all passed their matriculation exams. The tutors also felt they had gained valuable insights although they were disappointed when the tutees did not meet their appointments. They all felt that the program should continue but that it should be organized from the beginning of the year so that rostering problems could be avoided. On their own initiative, they suggested that the English Learning Center, a projected project for the following year, be used as a resource center for the preparatory program students and their tutors.

Questionnaire Issued to Last Year's Students

This year a questionnaire (See Appendix A.) was issued to the present second year students in order to see if the results they had expressed last year were temporary or lasting. According to the questionnaire, the tutors felt that the experience gave them confidence. They felt it was easier to teach a student on a one-to-one basis than in a large classroom. Since all first year students at Achva, including those of the English department, do their initial student teaching in Hebrew subjects, they were grateful for the opportunity to teach English during their first year at the college.

They felt the tutoring experience gave them preparation for the classroom. Some said that they had developed an interest in the process of reading and its importance in second language teaching. Several said they had gained insights in how to teach reading. One student noted that it was much easier for her tutee to read when she pronounced the words orally for him, and she realized the importance of sound-sight correspondence. They mentioned their difficulty in finding suitable reading material for adults on an easy enough level, and they all felt both they and the preparatory program students could have gained much more had there been more sessions and a better organized program.

Continuing Project – Research Study – Research Questions

Because of the continuing needs of the preparatory program students and the encouraging reflections of the students who had participated in the program the year before, it was decided to continue with the program during the 1998-9 academic year. Since most of the evidence collected from the tutors and tutees in the first year of the program had been anecdotal, we hoped for more substantive results during 1998-9. We asked the following research questions:

1. How useful is the program for the preparatory program students?
2. How useful is the program for the students studying to become English teachers?
3. What is the relationship between the teaching of reading comprehension in a foreign language to adults to to teaching of reading to children in elementary and junior high schools?
4. What changes should be made in the program in the years to come?

Review of the Literature

In a symposium at Beit Berl "Individual Mentoring of Children as Preparation to Teach," (Fresco, 1999) presented during the same time frame as this paper, four papers were delivered on the subject of tutoring and mentoring as preparation for teaching, but none of them dealt specifically with tutoring reading in a foreign language. In reviewing the literature on tutoring programs specifically in reading, the material we found related mostly to beginning readers in the mother tongue. Some

tutoring programs use experienced teachers and some use volunteers , including students, who may or may not be paid. Our program is somewhat inbetween as our tutors are not experienced teachers but rather student teachers who hopefully are on their way to becoming experienced teachers one day. It should be noted that even for the more expensive programs like Reading Recovery, which uses experienced teachers, and for which presumably the stakes are higher for the system, almost no empirical evaluations of their effectiveness are available. Moreover, as Benton et al point out in the special 1994 issue of *Educational Psychology Review*, "Intervention research is an especially complex and difficult undertaking, and it is rare that all threats to validity can be controlled in this type of work." (Benton, 1994).

In one article (Wasik, 1998), seventeen different programs, in which about a million United States volunteer tutors participated, are reviewed, but only three have an evaluation comparing equivalent treatment and control groups. Nevertheless, the writer concludes that volunteers can be successful if they are trained and follow specific guidelines. Of the seventeen programs reviewed, we found *Juel's study:* (1996) the most similar to ours although the tutees were at-risk first graders and were tutored in reading in their mother tongue. The tutors were college students (although not teachers' college students) – mostly male student athletes who were having difficulty with reading. Tutors met at the university onced a week for a 2.5 hour session taught by Connie Juel. During the class sessions, tutoring activities, literacy development, and specific concerns about the children being tutored were discussed. Students were also trained in using the following components in the tutoring sessions:

1. Reading children's literature by the college student to the child; allowing the child to read when possible
2. A writing activity: children composed story books, messages, or free writing
3. The reading of "buildup readers" (stories made up of high-frequency words found in the childrens' basal readers)
4. Journal writing both tutor-initiated and child-initiated
5. Alphabet books which contained each letter and a picture for each letter

6. Phonemic awareness skills, such as rhyming and recognizing words with similar beginning sounds
7. Letter-sound activities, spelling, and word families.

The student tutors were expected to use three or four of these components during every tutoring session which lasted forty-five minutes twice a week. (Juel, 1996).

Another tutoring program relevant to our study is Reading Recovery (Gaffney & Anderson, 1991; Wasik, 1993; Shanahan & Barr, 1995), a supplemental reading and writing program for first grade children at risk of reading failure. This program was first developed in 1976 in New Zealand and introduced into U.S. schools by researchers from Ohio State University in 1984. The tutors are highly skilled, specially trained, experienced teachers. The usual procedure is that a Reading Recovery teacher tutors in the program for half a day, and spends the rest of the time teaching in a regular classroom. Children receive individual diagnosis of their reading needs, and instruction is provided on a one-to-one basis daily thirty minutes per student in addition to the instruction provided in the regular classroom. No prescribed, step-by-step kit -- no programmed instruction -- is provided, nor is it possible since the program is highly individualized according to the needs of each child. Each lesson usually includes having the child reread previously read "books," write and read their own senrences about the "book," and read a new book. The "books" used for instruction are necessarily brief as they must be read completely during the 30-minute period in addition to the other activities. Letter-sound relationships are taught as a basic strategy, but within the context of the material read. The teacher-tutors are given in-service training during the course of the program at least once every two weeks.

One additional program which we will review here is Yachad (Davis, Eisen,& Olshtain), a program developed in 1982 by the Institute for Educational Innovation at the Hebrew University in Jerusalem and operated in cooperation with the Educational Welfare Program of the Israeli Ministry of Education. In this tutoring program, slow readers in the second grade are helped by fifth, sixth, and seventh graders. The objectives of the program are: 1) to increase the motivation to read and the reading

ability of the tutees; 2) to increase reading pleasure, curiosity in reading, time spent reading, and to improve reading habits; 3) to improve social skills, confidence, and motivation of the tutor. The program is highly structured. Before the beginning of the year, the tutors participate in a workshop of five to six hours. They also receive a "tutor guide" of 218 pages, and the tutees each receive a workbook of 136 pages. Tutoring sessions last an hour a week for thirty-eight weeks. Throughout the program, the tutors are highly supervised.

The Program - 1998-9 – Subjects, Procedures, etc.

Our own program began at the very beginning of the year. Although the college students were on strike for five weeks, the preparatory program students had been studying from the beginning; so it was possible to identify the students who needeed help by the time the college students began their school year. The tutors were eighteen first year students, two fourth year students who already had their teaching certificates in special education but who wished to become certified in English as well, and two students who had bachelor's degrees but no teaching certificate. Like the students in Juel's study, many of the first-year student tutors themselves had difficulty in reading comprehension, especially reading comprehension in English.

The methodology course focused on methods and materials for teaching reading comprehension, including basic reading skills for beginning reading and more advanced strategies, in first and second languages. Articles, models, and methods were presented on beginning reading. The students were obligated to read the articles, which were of academic standard and which the students found quite difficult. After the first reading, students were expected to summarize what they had read. When the first article proved difficult to everyone except the native speaker, students were presented with a reading strategy (schematic drawing), and were asked to reread the article and try to understand it again. This seemed to work for most students. By this time, they had more background knowledge and felt more confident. After attempting to read the second article, students were presented with a second reading strategy. After the second reading and having applied this strategy, students seemed to understand this article as well. By the third article, the students felt the

readings were easier. They were then supplied with a list of reading strategies and could decide which ones they would use before each reading. By the end of the year, even the weakest students were reading the articles independently. In addition to the articles on reading which the students read and studied, they saw a movie, interviewed teachers, analyzed textbooks, wrote a program, and participated in discussions on how to teach reading. Class sessions also were used to discuss the problems and successes they were having with their tutees. Each student was expected to keep a journal discussing her experiences with her tutees and relating her experiences to the articles read.

Answers to Research Questions

At the end of the year, the tutors were administered a questionnaire during the methodology course. (See Appendix B.) In response to the first question, "Did the tutee advance in his/her learning?" fifteen of the eighteen first year students felt that their tutee had advanced in spite of the problems during the sessions. One student discovered that her tutee had learning disabilities and felt that as a result, there was little she could do to improve her reading at this point. Two other tutors felt that their tutees had not attended enough sessions in order to advance.

Thus, for our first research question, " How useful is the program for preparatory program students?" the information is incomplete at this stage. While for the most part, the reaction of the tutors, the classroom teachers of the preparatory program students, and the tutees themselves was positive, until we have test results, more quantitative, definitive answers are not available. However, as Wasik points out in her review, "Qualitative analyses of tutor-assisted classrooms can reveal underlying patterns ant themes that emerge in these classrooms. Such analyses provide important insight into the nature of tutoring that is often missed when one conducts only a quantitative analysis of multivariate relationships." (Wasik, 1998)

The literature on first language tutoring programs in reading also reports positive results for the tutees in all of the programs reviewed, some more positive than others. According to the review of the Yachad program, tutoring is an effective

and cost-effective technique for improving educational achievement and corresponding motivational and attitutinal components of children's behavior. It is most effective when it is structured and when it is supported by guidance for the tutors. However, there is a naive view that tutoring may be implemented with little or no guidance and little or no structure. This does not hold true. Generally such programs run for a year or two with initial high hopes but generally fail and the program is terminated. During those years, the staff focuses on the isolated successes, and selective memory helps the school remember the good points and successes from the past and explains the failure due to lack of staff, space, or scheduling problems. (Davis, Eisen & Olshtain).

The symposium at Beit Berl also stressed the need for guidance for the tutors in any mentoring program. Among the benefits such guidance will have is suggesting activities for the tutoring sessions and encouraging the tutors to develop new and creative ideas of their own. (Birnfeld, 1999).

Second Research Question

In answer for our second research question, "How useful is the program for the teachers' college students?" we have more information, although again, it is qualitative rather than quantitative. When the college students were asked what they learned from the tutoring, four said that there are different types of learners and different levels; one said that the teacher needs to learn how to reach each pupil; three said that they learned how to teach while using new methods; three said that individual teaching is more effective; two said they learned how to apply the theories they had learned in class; two said that English is a hard language; one said that she learned how to ask questions; and one said that it is hard to teach.

The tutors were also asked what they learned about themselves as tutors. Four developed confidence; three developed patience; two felt that they were capable; two were satisfied after teaching; two felt they needed to learn more; one learned to detect and analyze the tutee's problems; one became more motivated; one learned to

understand the tutee's difficulties; one learned to use more methods with the tutee; one realized that tutoring is a long and hard job.

When asked if and how their own reading had improved during the year, five felt they had become more fluent; four felt they had made an enormous improvement; twelve use more strategies including skimming, scanning, predicting, finding the main idea; three learned how to approach a text; two increased their vocabulary; one became less frightened; one stopped translating word for word; and one began reading faster. It should be noted that the improvement the students experienced cannot be attributed just to the methodology course and the tutoring program since they were studying most of their courses in English including Introductioin to Literature, Introduction to Linguistics, Introduction to Sociology and Israeli Society, Introduction to the Bible, Style and Composition, Oral Proficiency, and Workshop in English Education. In addition most students in the class had to take at least one course in reading comprehension in the EFL framework of the college. Nevertheless, many students felt that the tutoring program had contributed to the improvement of their own reading comprehension as well as to their ability to cope with their English courses.

Connie Juel's study also reports a number of benefits for the tutors: Their vocabulary and comprehension improved; they were better able to find the main ideas in their reading; they exhibited an increased sense of responsibility and feeling of self-worth; they had better class attendance and a better attitude toward school; their motivation for succeeding at college increased as did their responsibility for performing tasks related to school success. (Juel, 1996).

In the Yachad study it was found that an important side effect of tutoring was the influence on the tutors in the cognitive, personal, and social spheres. (Davis, Eisen, & Olshtain, 1983). In the Beit Berl symposium the papers mentioned such benefits for the tutor as improving communication skills, reinforcing subject matter knowledge, developing empathy and social awareness, and expanding understanding

of educational and social issues. (Fresco, 1999). Results of one study even suggested added tutoring as a requirement in the teacher education program. (Wertheim, 1999).

Third research question

In order to answer the third research question: "What is the relationship between the teaching of reading comprehension in a foreign language to the teaching of reading to children in elementary and junior high schools?" we interviewed the second and third year students who had participated in the project last year and who are presently doing their student teaching in English in elementary and junior high schools. They felt that the insights they had gained from tutoring preparatory program students were helpful in their teaching of reading in elementary and junior high schools. They mentioned the importance of oral preparation before reading as one example. They said they were able to use ideas and materials developed in the preparatory program in their present practice teaching. They understood from the tutoring experience that it is often necessary to prepare materials and cater to the special needs of individual students. The first year students that we interviewed this year, however, felt it would have been much more useful for their own learning to have tutored children in elementary and junior high school. More empirical evidence is needed in order to answer this question.

General Student Conclusions

In general, students felt that the tutoring experience had been worthwhile, fruitful, an opportunity to implement the theories, an opportunity to learn to understand others. They felt it was a positive experience, but that it needed changes for the future. Some felt they needed to read more articles; others felt there should have been fewer articles with a greater opportunity for deeper analysis and more discussion. Many felt they were not prepared to work with adults at the college level. They all felt they needed more direction and perhaps even modeling as to how to teach reading to their students.

Fourth research question: Future directions: What will we do next year?

1. First of all, we will continue with the program. Because of the increasing number of "non-readers" in the English classes and the emphasis of the new syllabus on "access to information" even in the elementary grades, other teachers' colleges in Israel are adding a special methodology course on how to teach reading in a foreign language. In this respect, our methodology course in the teaching of reading has been a pioneering effort. In addition, both the litertature and our own program results suggest that tutoring activity is beneficial to students in their own undestanding of the reading process and of the problems pupils may have in reading.

2. For next year the tutee population will be changed to consist of fifth grade pupils who are delayed readers in EFL. These potentially low-achieving students will be chosen by the English teacher from the school where the tutor will be doing her student teaching assignment. At a later stage, students may volunteer to tutor preparatory program students as well, but this year the students felt very strongly that both they and the student tutees would benefit more if the tutee population were younger.

3. We will not neglect the preparatory program population who gave us the impetus to start the program in the first place. Third year students will continue working in the English Learning Center as part of their project in pedagogy, and the preparatory program students will be served here. Pretests have already been given to Ethiopian students in the two-year preparatory program by present third year students in order to determine their needs for next year.

5. For first-year students, the program will be more structured in the sense that more specific directions and suggestions will be given as to how to tutor. From the literature, it is clear that the more structured programs have been more successful, especially for less experienced teachers. Preparation alloted to the beginning of the tutoring program will be increased. This will include expectations, processes,

relationship with the tutee, schedules, testing, long and short term goals, documentation, and lesson planning.

6. The tutor will administer a Hebrew test to check the level of Hebrew reading and determine if the tutee needs help in L1 reading. This will be followed by an English diagnostic test and an interview. Results will be documented.and reported to the college lecturer. Together the lecturer and the student-tutor will build a program for her particular tutee. After every tutoring session, the tutors will fill out a check-list form analyzing the lesson. This will be discussed in small groups and any changes needed in the reading program will be made accordingly.

7. Model tutoring lessons will be demonstrated followed by tutors modeling a lesson for their peers. Feedback will be given by the peers and the instructor.

8. The tutors will continue reading articles and studying methods of teaching basic reading and reading comprehension in a foreign language. Various approaches to reading comprehension will be discussed: bottom-up, top-down, and interactive. Reading for meaning and reading relative to the pupils' lives will be emphasized; however "lower-level" basic skills (in context of course) will not be neglected.

9. There will be an additional one-hour session following the methodology course to discuss problems, implications from earlier sessions, and lesson planning.

10. In the literature on tutoring, there is a debate as to which is better, more training or more structured, programmed lesson plans. Because it was difficult to make cross-program comparisons, the literature reviewed could not determine if more intensive volunteer training or more highly structured materials yield more positive results. In our program, we did not structure activities at all but expected our "volunteer" tutors to plan their own lessons. Many different kinds of materials and textbooks were made available for their use, but they had to choose their own materials and plan their own lessons. To say that our program will be more structured in the future does not mean that we will abandon this policy. By more

structure we mean more guidance, not more tutor-safe material. Perhaps for volunteers who are not planning to become professional teachers, programmed materials may be more useful. However, as teacher educators, we expect our students to make informed judgments of their own. We certainly do not want them to become robots. We also hope that most of the tutees will reach the level where they are actively involved in higher reading and writing activities in which, the literature suggests, it is impossible to provide tutor-proof materials.

11. We will, however, examine some of the programmed materials and manuals available and have them available for student examination. We will also suggest using some of the following activities which have been mentioned in the literature on tutoring reading:
    a. Providing texts with multiple repetitions of the same words and families
    b. Giving direct instruction about letter-sound relationships with words
    c. Helping to identify and spell words through numerous tutor-scaffolding interactions
    d. Tutor modeling how to identify or spell unknown words
    e. Having tutees reread familiar books and helping them choose new books
    f. Analyzing reading using a running record
    g. Having the tutees write messages and stories and then read them

Discussion and Conclusions

One problem that our students cited was the limited number of sessions that they were able to conduct with their tutees. Even if they had been able to meet every week of the academic year, they still felt that more time was needed in order to make meaningful progress. On this issue, the literature is divided. Two programs found that the number of tutoring sessions that a child had was related to his progress in reading. However, in Juel's (1996) work, the quality of tutoring sessions, not the number, was related to the child's success. In the best of circumstances, the number of tutoring sessions that our students will be able to give will be limited. Therefore, it is incumbent upon us to ensure that the quality is of the highest.

How do one ensure high quality? In attempting to analyze the reasons for the apparent success of the tutees compared to their lack of success before the intervention began even when the tutors were not experienced teachers, the literature on tutoring in reading suggests the following:

1. Students had a greater opportunity to read texts with multiple repetitions of the same words and word families
2. Direct instruction about letter-sound relationships was given according to the tutee's needs.
3. Pupils were helped to identify and spell words through numerous tutor-scaffolding situations not usually present in a large class.
4. Hearing the tutor's words as the tutor modeled how to identify or spell unknown words was beneficial.
5. Many opportunities were given for the pupil to read..
6. Lessons could be paced according to the pupil's individual needs.
7. Children were engaged in reading maximum time.
8. Many opportunities to write were provided.
9. Bonding between tutor and tutee increased the motivation of the pupils.
10. Explicit cognitive modeling of reading and writing processes by the tutor, not usually possible in a large class, were beneficial.
11. One-to-one tutorials heightened the engagement of the learner
12. The immediate nature of individualized, contextual feedback given in the tutorial was extremely beneficial.

The metaphor of scaffolding is used throughout the literature on tutoring. A scaffolded experience is "one in which the tutor enabled the child to complete a task that the child couldn't otherwise do (e.g., read or spell a word) by providing a piece of information and/or segmenting the task into smaller, clearer ones." (Juel,1996). There is considerable anthropological evidence that in nonschool education, children almost never learn directly from true experts, but rather from slightly older peers or competent adults. This supports Vygotsky concepts of the "zone of proximal

development" and of "scaffolding"(1978). The scaffold suports what an individual can already do. (Greenfield,1984; Eisenhart and Cutts Dougherty,1991.)

In their discussion of the Reading Recovery Program, Gaffney and Anderson refer to it as "Two-tiered scaffolding." By this they mean that just as it is necessary, or at least desirable, to supply a scaffolding support system for pupils who are learning to read, so it is also necessary to provide such scaffolding for the teachers who are learning to become their tutors. Just as in the first tier of scaffolding there is a shift of responsibility from the teacher to the child, so in the second tier of scaffolding there is a shift of responsibility from the teacher- trainer to the teacher.

The program that we have developed in a sense can be referred to as "three-tiered scaffolding." Our student teachers themselves have not acquired all the strategies necessary for the kind of academic reading that is required of them in a language that is not their mother tongue. At the same time, they are working to acquire strategies that will be useful for them in their teaching and tutoring activities, especially in the tutoring of reading. We hope to offer them the kind of support necessary in both of these activities so that they will gradually become more independent. In turn, we hope that they will be able to provide their tutees with the strategies necessary to become independent readers.

Suggestions for Further Research

The literature reviewed as well as our experience during the past two years shows the potential of a well-designed cooperative program in tutoring. However, there is much more we need to know. For example, we would like to know how much the tutees really benefit from the tutoring program. How can we judge whether the improvement they show is caused by the tutoring or by some other factor? While not neglecting the qualitative results, is it possible to document any of these results quantitively as well? If tutoring does indeed have such positive effects on the tutee, what aspects of tutoring can be applied or adapted for use in regular classroom teaching? There is also a need to document more carefully the benefits for the tutors as part of their professional development. Does the age of the tutees make a

difference in these benefits and in the general success of the program? Does this depend on the individual tutor? What is the best way to organize the program within the framework of the teachers' college program?

At Achva Academic College we will continue to monitor the program carefully in order to ensure its continued success both for tutee and tutor.

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